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ABSTRACT

In this paper identification is made by a Task Force working to develop a new regulation for certification of social studies teachers in the state of Minnesota of desired outcomes for social studies education. Focus in Part One is on community-specific goals for students in the cognitive and affective domains and in skill development. The paper lists those teacher behaviors and competencies in the classroom or in other teaching situations which would facilitate pupil learning of each outcome. Part Two of the paper summarizes teacher competencies indirectly related to goals for students. Teacher behaviors in relationship with the community, professional relationships with school staff, and professional activities to improve competence as a teacher are listed. Competencies which contribute to ability to demonstrate these behaviors are described. Related documents are SO 006 086-89. (SHM)

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BACKGROUND PAPER

SOCIAL STUDIES TEACHER COMPETENCIES:

COMMUNITY, SCHOOL, AND PROFESSIONAL RELATIONS COMPETENCIES

Introduction

This paper was developed by members of the Task Force to Study Programs Leading to Certification for Teachers in the Areas of Social Studies. It illustrates the approach taken by that Task Force as it worked to develop a new regulation for certification of social studies teachers in the state of Minnesota.

The Task Force has reversed the approach of many of those who have attempted to identify teacher competencies. Rather than beginning with teacher behaviors and knowledge needed to teach social studies, the Task Force began with the assumption that the major way of measuring a teacher's competency should be to assess the degree to which the teacher is able to help pupils make progress toward goals identified for a social studies program. In other words, the Task Force began with a competency model focused upon student outputs rather than with one based upon teacher inputs to the learning process. Such a model seems more appropriate in a day when the public is demanding greater accountability from schools.

The Task Force began its work by identifying a list of social studies outcomes on which members felt there might be considerable agreement. These outcomes are listed in the other two background papers on the cognitive and affective areas. A few are found in the left-hand column of Part One of this paper. Along with the goals from the other background papers, these community-specific goals have been abbreviated and are found in the condensed version of Competencie found in the Appendix of the Pos it clear that the Task Force bel able to help pupils progress tow identified for any class.

Task Force members then tried behaviors in the classroom or in which would facilitate pupil lea behaviors are found in column tw paper, opposite the outcome whic

The second column in part one another type of competency. Tas identify in this column those be which make possible the teacher column two. They are placed opp which they should facilitate.

The rest of this paper is divide first represents some community behavior which should indirectly of goals with pupils. The secon tencies which should make possib one. These columns are explaine of the paper.

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BACKGROUND PAPER

SOCIAL STUDIES TEACHER COMPETENCIES:

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Introduction

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kground papers, these community-
abbreviated and are found in the

condensed version of Competencies for Social Studies Teachers found in the Appendix of the Position Paper. That list makes it clear that the Task Force believes that teachers should be able to help pupils progress toward social studies goals identified for any class.

Task Force members then tried to identify those teacher behaviors in the classroom or in other teaching situations which would facilitate pupil learning of each outcome. These behaviors are found in column two of the first part of this paper, opposite the outcome which they should help achieve.

The second column in part one of this paper shows another type of competency. Task Force members have tried to identify in this column those behaviors and competencies which make possible the teacher classroom behaviors found in column two. They are placed opposite each of the behaviors which they should facilitate.

The rest of this paper is divided into two columns. The first represents some community relations or professional behavior which should indirectly facilitate the achievement of goals with pupils. The second column identifies competencies which should make possible the behaviors in column one. These columns are explained in more detail in the body of the paper.

The competencies in this background paper have been categorized and condensed to get rid of overlap. Those

which are related to competencies found in other two background papers are combined with them in Parts II, III, IV, and V of the condensed version of the Competencies for Social Studies Teachers found in appendix B of the Position Paper. The others have been condensed and included as Part VI of that appendix.

This background paper and the others developed by the Task Force were prepared primarily as a means of identifying broad areas of competencies to be included in the new regulation on certification and in the guidelines to accompany that regulation. Consequently, the papers are not attached to the Position Paper prepared by the Task Force. However, much thought and effort have gone into the development of these papers. Some colleges may wish to use a similar model for developing their programs. If so, they should feel free to make what use they can of this and the other background papers. The Task Force wishes to emphasize, however, that neither the background papers nor the condensed list of competencies found in Appendix B of the Position Paper constitute any required list of competencies to be adopted by Minnesota colleges. Indeed, no institution could hope to develop so many competencies within four or even five years. Nor is the list of competencies comprehensive, long as it is. Each institution must develop its own set of competencies under each broad area identified under section three of the regulation. However, it is not required to use any of the specific suggestions found in the condensed list or this background paper. This paper is being made available only because some educators may find it helpful as they seek to develop their own list of competencies and their own program for developing and evaluating them.

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COMMUNITY, SCHOOL, AND PROFESSIONAL RELATIONS COMPETENCIES

These competencies are divided into two main parts, with each part subdivided. Part one identi
directly related to making progress toward achieving pupils goals in the classroom. Part two d
tencies indirectly related to this end. Competencies in this second part are divided into thre
petencies in the area of community-school relationships which make it possible for a staff to i
curriculum, (2) professional relationship competencies within a staff which make for cooperativ
the curriculum and other school programs, and (3) professional relationships which help the tea
competencies and therefore, indirectly, help achieve pupil goals.

PART ONE: COMMUNITY RELATIONS COMPETENCIES DIRECTLY RELATED TO GOALS FOR PUP

MAKES PROGRESS TOWARD ACHIEVING STUDENT OUTCOMES LISTED BELOW	REPRESENTATIVE TEACHER COMPETENCIES AND BEHAVIORS USEFUL ACHIEVE OUTCOMES	
	Behaviors in Classroom and Other Teaching Situations	Competencies Whi er Classr
I. Cognitive Goals A. Knowledge and Comprehension.		
1. Identifies physical and human resources in the community.	Provides opportunities for pupils to survey community resources for purposes related to topics which they are studying.	Identifies and c use in studying in identifying h
		Develops a resou
	Uses human and physical resources of the community to develop or illustrate concepts and generalizations.	Studies the comm identify ways of or illustrate co
	In some classes provides opportunities for direct study of the community as a part of a study of geography or some aspect of community life.	Identifies and c using fieldtrips speakers.
2. Identifies community problems and agencies or institutions attempting to deal with them.	Uses community issues, problems, and situations where relevant and appropriate, being aware of possible damaging effects from such study which might arouse undue hostility.	Identifies and c in studying a co munity problems. troversial issue

COMMUNITY, SCHOOL, AND PROFESSIONAL RELATIONS COMPETENCIES

ivided into two main parts, with each part subdivided. Part one identifies competencies
g progress toward achieving pupils goals in the classroom. Part two deals with compe-
d to this end. Competencies in this second part are divided into three types: (1) com-
community-school relationships which make it possible for a staff to improve the school
nal relationship competencies within a staff which make for cooperative efforts to improve
school programs, and (3) professional relationships which help the teacher improve his own
e, indirectly, help achieve pupil goals.

NE: COMMUNITY RELATIONS COMPETENCIES DIRECTLY RELATED TO GOALS FOR PUPILS

REPRESENTATIVE TEACHER COMPETENCIES AND BEHAVIORS USEFUL FOR HELPING PUPILS ACHIEVE OUTCOMES

	Behaviors in Classroom and Other Teaching Situations	Competencies Which Would Help Achieve Teacher Classroom Behaviors
n. human ity.	Provides opportunities for pupils to survey community resources for purposes related to topics which they are studying.	Identifies and can explain techniques to use in studying a community, particularly in identifying human and physical resources. Develops a resource file for his classes.
	Uses human and physical resources of the community to develop or illustrate concepts and generalizations.	Studies the community himself/herself to identify ways of using resources to develop or illustrate concepts and generalizations.
	In some classes provides opportunities for direct study of the community as a part of a study of geography or some aspect of community life.	Identifies and can explain steps to take in using fieldtrips, interviews, or guest speakers.
oblems tions them.	Uses community issues, problems, and situations where relevant and appropriate, being aware of possible damaging effects from such study which might arouse undue hostility.	Identifies and can explain techniques to use in studying a community, particularly community problems and issues, including controversial issues.

		Identifies comm which can be us different types pupils to engag for community a
		Identifies perv in the communit with a study of require special
	Provides opportunities for pupils to aid in defining and resolving community problems or at least aid in collecting information needed to reach decisions.	Uses some probl cludes study of as of value que
	Uses parents and other community members as resource people in studying community problems and agencies	Uses community and developing
		Develops a reso talk to pupils interviewed by
		Identifies and use when arrang speakers or whe Can explain way either.
3. Identifies institutions handling different social, political, and economic functions in the community.	Uses examples of community institutions to teach pupils the meaning of "function" and of "institution" as well as to identify specific functions and institutions in the community.	Can explain the of "institution omic, and polit in the community
	Gives pupils opportunities to investigate local institutions to find out how they carry out certain functions. For example, has pupils study	Identifies and follow in using guest speakers.

	Identifies community problems and issues which can be used to initiate a study of different types of problems or to motivate pupils to engage in action activities for for community agencies. Identifies pervading values or conflicts in the community which might interfere with a study of community problems or require special precautions.
Provides opportunities for pupils to aid in defining and resolving community problems or at least aid in collecting information needed to reach decisions.	Uses some problem-solving model which includes study of factual questions as well as of value questions.
Uses parents and other community members as resource people in studying community problems and agencies	Uses community liaison people in planning and developing programs. Develops a resource file of people who can talk to pupils or who are willing to be interviewed by them. Identifies and can explain procedures to use when arranging for and using outside speakers or when arranging for interviews. Can explain ways of preparing pupils for either.
Uses examples of community institutions to teach pupils the meaning of "function" and of "institution" as well as to identify specific functions and institutions in the community.	Can explain the meaning of "function" and of "institution". Identifies social, economic, and political functions carried out in the community by specific institutions.
Gives pupils opportunities to investigate local institutions to find out how they carry out certain functions. For example, has pupils study	Identifies and can explain the steps to follow in using fieldtrips, interviews, or guest speakers.

	the school as a social institution for carrying out an educational function. Or has pupils examin political institutions in the community, such as the city council, a municipal court, or a city park board as they carry out specific political functions. Or has them examine specific economic institutions such as a business organization or a bank as it carries out certain economic functions.	
4. Identifies opportunities within the community, such as educational, economic, and recreational.	Gives pupils opportunities to investigate different types of opportunities within the community which should help enrich their lives and the lives of other members of the community. Where possible, provides opportunities for pupils to use some of these facilities or at least visit them for a short time. Such study might involve investigating, among other things, occupational, further educational, and recreational opportunities. Uses this study to help pupils understand that towns and cities have advantages as well as problems.	Identifies and of the organiza ities and benef munity.
5. Identifies cultural differences existing in the community.	Uses people of different cultural background as resource people to speak to pupils about their cultures or about other topics of interest to them. Gives pupils opportunities to investigate the ethnic backgrounds of pupils and/or people within the community. Involves them in some participatory activities with people of other ethnic backgrounds.	Can identify d the community. Identifies and use when arran speakers or in community. Identifies pos provide for co ticipation in of other cultu in separate ba in the affecti

	the school as a social institution for carrying out an educational function. Or has pupils examin political institutions in the community, such as the city council, a municipal court, or a city park board as they carry out specific political functions. Or has them examine specific economic institutions such as a business organization or a bank as it carries out certain economic functions.	
within duca- crea-	Gives pupils opportunities to investigate different types of opportunities within the community which should help enrich their lives and the lives of other members of the community. Where possible, provides opportunities for pupils to use some of these facilities or at least visit them for a short time. Such study might involve investigating, among other things, occupational, further educational, and recreational opportunities. Uses this study to help pupils understand that towns and cities have advantages as well as problems.	Identifies and can explain the work of some of the organizations providing opportunities and benefits to people within the community.
erences y.	Uses people of different cultural background as resource people to speak to pupils about their cultures or about other topics of interest to them. Gives pupils opportunities to investigate the ethnic backgrounds of pupils and/or people within the community. Involves them in some participatory activities with people of other ethnic backgrounds.	Can identify different cultural groups in the community. Identifies and can explain procedures to use when arranging for and using outside speakers or interviews with people in the community. Identifies possible activities which would provide for cooperative endeavors or participation in common activities with people of other cultural groups. (See elaboration in separate background paper on competencies in the affective area.)

B. Skills		
1. Develops and carries out community surveys based on a questionnaire.	Provides opportunities for pupils to develop questionnaires and conduct surveys in the local community on topics of interest to them. Precedes such activities with a study of sampling and of reliability and validity of questionnaire scales.	Identifies ways c a community. Can tionnaires and pr validity of scale of sampling and w samples. Develops own ques study. Identifies limita scale or of a sam
2. Conducts interviews with people in the community; uses interview techniques which are effective in gaining information and which demonstrate courtesy.	Asks pupils to establish criteria for arranging for, preparing for, and conducting interviews. Helps them prepare a guide on conducting an interview.	Identifies behavi arranging, prepar interviews. Ident for avoiding prob ble discourtesy c lead those interv
	Provides opportunities for pupils and/or adults to role play both good and poor interview techniques.	Identifies steps Presented with a identifies ways the interviewing behavior to put at ease, to have to have introduce to have asked que more information, interview more ta
	Provides opportunities for pupils to arrange for interviews and to write letters of appreciation afterwards. Checks letters for usage and for clarity and any expressions which might offend. Helps pupils examine letters in terms of how they will affect those receiving them.	Writes effective and expressing ap Presented with a an interview or c what a person has in the letter whi which might offer

t community tionnaire.	Provides opportunities for pupils to develop questionnaires and conduct surveys in the local community on topics of interest to them. Precedes such activities with a study of sampling and of reliability and validity of questionnaire scales.	Identifies ways of carrying out surveys in a community. Can explain the use of questionnaires and problems of reliability and validity of scales. Can explain the meaning of sampling and ways of obtaining good samples. Develops own questionnaire for a sampling study. Identifies limitations of a questionnaire scale or of a sampling study.
h people in erview tech- ive in which dem-	Asks pupils to establish criteria for arranging for, preparing for, and conducting interviews. Helps them prepare a guide on conducting an interview.	Identifies behavior which is needed for arranging, preparing for, and conducting interviews. Identifies appropriate behavior for avoiding problems arising out of possible discourtesy or other factors which might lead those interviewed to take offense.
	Provides opportunities for pupils and/or adults to role play both good and poor interview techniques.	Identifies steps to follow in an interview. Presented with a video-tape of an interview, identifies ways in which the person doing the interviewing might have modified his behavior to put the person interviewed more at ease, to have avoided antagonizing him, to have introduced himself/herself better, to have asked questions designed to elicit more information, and to have ended the interview more tactfully.
	Provides opportunities for pupils to arrange for interviews and to write letters of appreciation afterwards. Checks letters for usage and for clarity and any expressions which might offend. Helps pupils examine letters in terms of how they will affect those receiving them.	Writes effective letters making requests and expressing appreciation. Presented with a student's letter asking for an interview or expressing appreciation of what a person has done, identifies elements in the letter which are poorly stated or which might offend some adults.

3. Evaluates information and sources of information drawn upon in the community, whether written, spoken, or visual.	See competencies in separate background paper on the cognitive area Also: Makes sure that all points of view are presented and that critical comments are examined to help pupils understand possible reasons for information presented. Avoids situations which might antagonize community members.	See competenci paper on the c Identifies pre in evaluating ticularly in s Can explain wa uation without Identifies cri troversial iss
4. Organizes data collected in the community and uses some type of visual, written, or oral presentation to present the data effectively.	See competencies identified in separate background paper on cognitive area. Also: Gives students opportunities to classify data for particular purposes. Uses a discussion strategy designed to help pupils classify or organize. Illustrates the purposes and values of using different types of descriptive devices such as charts, graphs, filmstrips, illustrated reports, etc.	Identifies the cussion strate categorize or
II. Affective Goals		
1. Shares talents to help others in the community through work with community agencies or community action groups.	Provides opportunities for pupils to become acquainted with community problems and community agencies which are working to overcome them. Uses people from the community to explain what agencies are trying to do.	Identifies com working to all Develops a res community who ferent agencie are willing to students.

ces the oken,	See competencies in separate background paper on the cognitive area	See competencies in separate background paper on the cognitive area.
	Also: Makes sure that all points of view are presented and that critical comments are examined to help pupils understand possible reasons for information presented. Avoids situations which might antagonize community members.	Identifies precautions which may be needed in evaluating sources of information, particularly in small towns or urban areas. Can explain ways of handling critical evaluation without antagonizing people. Identifies criteria to use in handling controversial issues.
he of	See competencies identified in separate background paper on cognitive area.	
	Also: Gives students opportunities to classify data for particular purposes.	
	Uses a discussion strategy designed to help pupils classify or organize.	Identifies the steps to follow in a discussion strategy designed to help pupils categorize or organize.
	Illustrates the purposes and values of using different types of descriptive devices such as charts, graphs, filmstrips, illustrated reports, etc.	
n the mun- n	Provides opportunities for pupils to become acquainted with community problems and community agencies which are working to overcome them.	Identifies community problems and agencies working to alleviate them.
	Uses people from the community to explain what agencies are trying to do.	Develops a resource file of people in the community who can discuss the work of different agencies, who speak well, and who are willing to volunteer time to speak with students.

		Identifies steps t resource people as be interviewed.
	Provides opportunities for pupils to participate in the work of local agencies.	Identifies types o which pupils may e the work of commun
	Provides pupils with feedback about their effectiveness in communicating with people and in working with the agencies.	Can explain the in the learning proce
	Provides opportunities for pupils to exchange ideas and information about their work. Relates this community work to other work in course when possible.	
2. Views social science data with caution; evaluates information and sources of information before accepting conclusions of source of arriving at own conclusions.	When pupils engage in investigations to gain information about the community, asks them to evaluate the ways in which they have collected their data and the completeness of their data.	Can explain the im evaluation of info of information if caution in arrivin social science dat
	As pupils study materials provided by local groups or reported in newspapers, asks them to look for other sources and to examine all sources carefully. Uses examples to illustrate the need for evaluating information.	
	Models the desired behavior.	Can explain the us effect behavioral
	Reinforces behavior when pupils raise questions about sources, particularly when they do so without being asked to evaluate them.	Can explain the us effecting behavior ways of reinforcin

	Identifies steps to follow when using resource people as speakers or as people to be interviewed.
Provides opportunities for pupils to participate in the work of local agencies.	Identifies types of action activities in which pupils may engage in connection with the work of community agencies.
Provides pupils with feedback about their effectiveness in communicating with people and in working with the agencies.	Can explain the importance of feedback to the learning process.
Provides opportunities for pupils to exchange ideas and information about their work. Relates this community work to other work in course when possible.	
When pupils engage in investigations to gain information about the community, asks them to evaluate the ways in which they have collected their data and the completeness of their data.	Can explain the importance of frequent evaluation of information and limitations of information if pupils are to learn caution in arriving at conclusions from social science data.
As pupils study materials provided by local groups or reported in newspapers, asks them to look for other sources and to examine all sources carefully. Uses examples to illustrate the need for evaluating information.	
Models the desired behavior.	Can explain the use of modeling behavior to effect behavioral change.
Reinforces behavior when pupils raise questions about sources, particularly when they do so without being asked to evaluate them.	Can explain the use of reinforcement in effecting behavioral change; identifies ways of reinforcing behavior.

3. Rejects single-factor causation of complex problems and also rejects panaceas for such problems.	Provides pupils with opportunities to investigate in some depth one or more social problems in the community. Asks them to hypothesize about causes of the problem and to test their hypotheses against data collected in the community or in other places with similar problems. Interjects other possible causes for study if pupils tend to restrict their hypotheses to one or only several possible causes. Also asks pupils to hypothesize about the consequences of following alternative courses of action and to test these hypotheses against the best data available from similar situations.	Identifies problem-sol development causes of t analysis of and which c sequences o tives.
	Gives pupils opportunities to investigate the historical development of community agencies or past attempts to solve certain problems. Encourages them to look for the unanticipated consequences of such reforms.	Studies loc reforms in Can explain ments somet consequence
	Models the desired behavior.	Can explain to effect b
	Reinforces pupils who exhibit the desired behavior.	Can explain effect beha of reinforc
4. Organizes and carries out action programs in the community.	Encourages pupils to discover community problems and to work out possible action programs to alleviate the problems. However, emphasizes the importance of studying the problem, its causes, and alternative courses of action prior to planning and engaging in action.	Can explain some model analysis of the predict ing differe
	Models the behavior in community affairs.	Can explain to effect b

ion of jects	Provides pupils with opportunities to investigate in some depth one or more social problems in the community. Asks them to hypothesize about causes of the problem and to test their hypotheses against data collected in the community or in other places with similar problems. Interjects other possible causes for study if pupils tend to restrict their hypotheses to one or only several possible causes. Also asks pupils to hypothesize about the consequences of following alternative courses of action and to test these hypotheses against the best data available from similar situations.	Identifies the steps to follow in some problem-solving model which asks for the development and testing of hypotheses about causes of the problem before any thorough analysis of alternative courses of action and which calls for the prediction of consequences of following different alternatives.
	Gives pupils opportunities to investigate the historical development of community agencies or past attempts to solve certain problems. Encourages them to look for the unanticipated consequences of such reforms.	Studies local agencies and the history of reforms in the local community. Can explain the way in which reform movements sometimes lead to unanticipated consequences.
	Models the desired behavior.	Can explain the use of modeling behavior to effect behavioral change.
	Reinforces pupils who exhibit the desired behavior.	Can explain the use of reinforcement to effect behavioral change; identifies ways of reinforcing behavior.
tion	Encourages pupils to discover community problems and to work out possible action programs to alleviate the problems. However, emphasizes the importance of studying the problem, its causes, and alternative courses of action prior to planning and engaging in action.	Can explain the steps to follow in using some model of problem-solving which includes analysis of causes and alternatives and the prediction of consequences from following different alternatives.
	Models the behavior in community affairs.	Can explain the use of modeling behavior to effect behavioral change.

PART TWO: COMPETENCIES INDIRECTLY RELATED TO GOALS FOR PUPILS

Not all learning occurs in the classroom. The social studies teacher plays a teaching role, the community, in non-class activities in the school and in the community. Communities operate on behavior to achieve many goals. Teacher participation in the pursuit of common goals, whether loc vides a model for pupils.

A school is limited in what it can do by way of instituting curricular change of programs ou school does not maintain good relationships with members of the community. Consequently, the tea mote good community-school relationships in many ways.

A school is a social institution. It engages in far more than just class activities. It cann staff members cooperate with each other and assume their fair share of non-class responsibilities

Much curriculum change involves cooperative efforts by teachers from different areas of inst develop useful curricular programs, teachers must demonstrate a willingness to work on curricular ulum development, and a willingness to make changes in the way he/she has been teaching.

Both society and the social sciences are changing at an ever-more rapid pace. Teachers canno competencies they need as the result of college training, nor can they expect to continue to oper without persistent efforts to keep up with new literature in the social sciences, with current af in educational thought. The professional teacher engages in many activities to achieve greater p as a means of helping pupils achieve the goals identified for the social studies program.

A. COMPETENCIES IN THE AREA OF COMMUNITY-SCHOOL RELATIONSHIPS

BEHAVIORS IN RELATIONSHIP TO COMMUNITY	COMPETENCIES WHICH CONTRIBUTE TO BEHAVIOR
1. Maintains effective communication with parents and other members of the community in his work as a member of the school staff.	Can explain the importance of ef parents and community if a schoo strong educational program for p
a. Secures cooperation of parents in school activities.	Can explain the advantages of ob adults in some of school activit
1) Encourages parental involvement in the curricular and extra-curricular parts of the school program.	of involving them to the best ad

RT TWO: COMPETENCIES INDIRECTLY RELATED TO GOALS FOR PUPILS

e classroom. The social studies teacher plays a teaching role, along with other citizens in ties in the school and in the community. Communities operate on the principle of collective acher participation in the pursuit of common goals, whether local, state, or national, pro-

t can do by way of instituting curricular change of programs outside the classroom if the tionships with members of the community. Consequently, the teacher should be able to pro- nships in many ways.

ion. It engages in far more than just class activities. It cannot operate effectively unless other and assume their fair share of non-class responsibilities.

es cooperative efforts by teachers from different areas of instruction. If a school is to , teachers must demonstrate a willingness to work on curricular change, skills in curric- to make changes in the way he/she has been teaching.

ciences are changing at an ever-more rapid pace. Teachers cannot hope to develop all of the it of college training, nor can they expect to continue to operate throughout their careers up with new literature in the social sciences, with current affairs, and with developments ssional teacher engages in many activities to achieve greater proficiency in his teaching ve the goals identified for the social studies program.

COMPETENCIES IN THE AREA OF COMMUNITY-SCHOOL RELATIONSHIPS

IP TO COMMUNITY	COMPETENCIES WHICH CONTRIBUTE TO ABILITY TO DEMONSTRATE THESE BEHAVIORS
ion with parents and in his work as a member	Can explain the importance of effective communication with parents and community if a school is to be able to develop a strong educational program for pupils.
nts in school activities.	Can explain the advantages of obtaining help from community adults in some of school activities. Can also explain ways of involving them to the best advantage.
ivement in the curricular ts of the school program.	

2) Secures parental consent in writing for taking their children on fieldtrips or sending them on interviews.	Identifies steps which should consent to sending children on fieldtrips. Can explain the l Provides other safeguards to c advantages of program.
3) Works with community liaison people in planning and developing programs or policy statements such as a statement on the handling of controversial issues in the school.	Can explain the importance of of community leaders for schoo Identifies community leaders w in the community and who shoul programs and policy statements Identifies criteria to use in
b. Keeps parents informed of their children's progress and of special aspects of the school's programs in which they are involved.	Can explain the importance of on their children's progress a school. Identifies ways of doi grade reports.
1) Encourages parents to visit regular classes and special school events.	
2) Conducts individual and group conferences with parents in such a way as to increase understanding of the school program and the staff's concern for their children's welfare.	Communicates effectively on a groups.
3) Interprets important aspects of social studies offerings at open house programs or PTA meetings.	Speaks well in front of large
4) Keeps parents and public informed of school activities through bulletins, class letters, and newspaper articles.	Communicates effectively in wr Can explain the importance of munity informed about special
5) At times visits pupils' homes to talk with parents and gain an additional perspective on pupils' backgrounds.	Can explain the importance of child and learning more about
c. Works within school policies as well as policies established by the PTA or other cooperating groups in carrying out activities in the community and other extra-curricular programs.	Can explain the importance of community members for such pro

t in writing for taking trips or sending them on	Identifies steps which should be taken in obtaining parental consent to sending children on interviews or taking them on fieldtrips. Can explain the legal necessity for doing so. Provides other safeguards to convince parents of safety and advantages of program.
aison people in planning and policy statements such as a ng of controversial issues	Can explain the importance of obtaining the backing and help of community leaders for school programs and policies.
	Identifies community leaders who represent different groups in the community and who should prove helpful in developing programs and policy statements.
	Identifies criteria to use in handling controversial issues.
their children's progress the school's programs in	Can explain the importance of providing feedback to parents on their children's progress and on their activities in school. Identifies ways of doing so other than sending home grade reports.
visit regular classes and	
group conferences with s to increase understanding nd the staff's concern for e.	Communicates effectively on a one to one basis or in small groups.
spects of social studies programs or PTA meetings.	Speaks well in front of large groups.
c informed of school activ-, class letters, and news-	Communicates effectively in writing.
	Can explain the importance of keeping parents and the community informed about special aspects of the school's program.
homes to talk with parents perspective on pupils' back-	Can explain the importance of communicating interest in the child and learning more about a child's background.
es as well as policies other cooperating groups in the community and other	Can explain the importance of obtaining cooperation among community members for such programs.

d. Displays tact and discretion when dealing with community members concerning school functions and problems.

Identifies types of things which
members.

Presented with a video tape of a
or a teacher-community group meet
which the teacher does which migh
munity members and those which wo
between school and community.

2. Is active in community affairs and gets to know members of the community in a capacity different from that of a teacher-parent relationship.

Can explain the importance of get
members in unofficial settings, b
tion as a member of the community
respect and therefore support for
school.

a. Participates in various community groups, including organizations working with youth outside of the school setting as well as those unrelated to work with young people.

b. Participates in community activities such as celebrations, social affairs, drives, etc.

c. In role as a community member, helps explain the school program and so enlists community support. Assists lay groups in understanding modern education.

1) Initiates opportunities to discuss educational problems and accomplishments with friends, neighbors, and community acquaintances. Or explains when asked about school.

2) Accepts invitations to speak upon educational subjects.

3) Displays tact and discretion when speaking about other staff members or the school.

cretion when dealing with commun- g school functions and problems.	Identifies types of things which would antagonize community members. Presented with a video tape of a teacher-parent conference or a teacher-community group meeting, identifies those things which the teacher does which might antagonize parents or community members and those which would promote good relations between school and community.
ffairs and gets to know members pacity different from that of a hip. us community groups, including with youth outside of the l as those unrelated to work	Can explain the importance of getting to know community members in unofficial settings, both for personal satisfaction as a member of the community and in terms of gaining respect and therefore support for his/her program in the school.
nity activities such as celebra- , drives, etc.	
y member, helps explain the school s community support. Assists lay ng modern education.	
ities to discuss educational plishments with friends, neighbors, aintances. Or explains when asked	
s to speak upon educational sub-	
discretion when speaking about s or the school.	

B. PROFESSIONAL RELATIONSHIPS WITH SCHOOL STAFF

BEHAVIORS IN RELATIONSHIPS TO SCHOOL STAFF	COMPETENCIES WHICH CONTRIBUTE TO A BEHAVIORS
1. Works in a professional way with colleagues on the staff and with administrative officials.	Can explain the importance of main other staff members if one is to b
a. Is friendly, cheerful, and helpful; does not criticize other staff members unprofessionally.	
b. Attends programs and events sponsored by other staff members; informs them of programs he is sponsoring.	Can explain the importance of demo curricular activities, whether one or not.
c. Makes arrangements with staff and administrators well ahead of time if any special program which he/she is sponsoring will interfere with the regular activities of students.	Can explain the need for making pr programs well ahead of time. Ident ments which should be made.
d. Shows flexibility in modifying plans and procedures to fit those of the entire school.	
e. Accepts constructive criticisms and attempts to improve his own teaching effectiveness.	Identifies some of the jobs of sup in a school system. Can explain th
	Can explain the need for all teach petencies beyond those which they service training.
2. Accepts his share of responsibility on staff committees, in planning and supervising extra-curricular activities and other out-of-class activities, in carrying out administrative responsibilities related to class, home-room, or other non-class activities.	Identifies many of the types of re members must assume if a school is provide for pupils' needs.
3. Works with other staff members on curriculum development or evaluation programs.	Identifies educational goals which teachers in all areas.

B. PROFESSIONAL RELATIONSHIPS WITH SCHOOL STAFF

IPS TO SCHOOL STAFF	COMPETENCIES WHICH CONTRIBUTE TO ABILITY TO DEMONSTRATE THESE BEHAVIORS
with colleagues on the staff cials.	Can explain the importance of maintaining good relations with other staff members if one is to be effective as a teacher.
d helpful; does not criticize fessionally.	
nts sponsored by other staff programs he is sponsoring.	Can explain the importance of demonstrating interest in extra-curricular activities, whether one is the sponsor or advisor or not.
staff and administrators well cial program which he/she is with the regular activities	Can explain the need for making preparations for special programs well ahead of time. Identifies some of the arrangements which should be made.
ifying plans and procedures re school.	
ticisms and attempts to effectiveness.	Identifies some of the jobs of supervisors and administrators in a school system. Can explain their role in supervision. Can explain the need for all teachers to increase their competencies beyond those which they have acquired in pre-service training.
sibility on staff committees, extra-curricular activities vities, in carrying out ties related to class, home-ctivities.	Identifies many of the types of responsibilities which staff members must assume if a school is to run efficiently and to provide for pupils' needs.
bers on curriculum development	Identifies educational goals which require cooperation of teachers in all areas.

a. Appreciates the role other disciplines play in a student's educational experiences and cooperates with staff members in those disciplines upon joint projects.	Identifies topics and prob an interdisciplinary stand Explains specific ways of special projects, correlat units.
b. Works on curriculum development projects in social studies or across discipline lines.	Identifies common steps to Demonstrates ability to wo manner. Can explain the need for s of a new curricular progra Can also explain the advan development of such a prog
4. Works effectively within the school structure, but also is effective as a change agent when the need arises.	Draws upon knowledge of so the formal and the informa which one is teaching.
a. Identifies the people who must be consulted or kept informed about things which one is doing.	
b. Identifies those who can help obtain needed resources or effect changes.	
c. Demonstrates familiarity with handbook for teachers and/or for pupils.	Can explain the need for s operation of any social or
1) Follows proper procedures when asking for materials, arranging for outside speakers, etc.	Identifies the specific pr
2) Helps enforce school rules; does not decide on his own to enforce only certain ones. Works to gain faculty and administrative support for changes in rules if such changes seem important.	Identifies and can explain
d. Demonstrates a capacity to become a leader for change when change seems important.	Identifies and can explain promoting and factors hind generalizations about ways crease their chances for s
1) Assumes leadership in curricular development projects or other programmatic changes.	

le other disciplines play in a nal experiences and cooperates with hose disciplines upon joint projects.	Identifies topics and problems which might be approached from an interdisciplinary standpoint. Explains specific ways of working with other disciplines on special projects, correlation of units, or interdisciplinary units.
m development projects in social discipline lines.	Identifies common steps to follow in curriculum development. Demonstrates ability to work on each of them in an effective manner. Can explain the need for some compromise in the development of a new curricular program. Can also explain the advantages of group thinking in the development of such a program.
hin the school structure, but also nge agent when the need arises.	Draws upon knowledge of social organizations to identify both the formal and the informal structure of the school system in which one is teaching.
ple who must be consulted or kept ngs which one is doing.	
ho can help obtain needed resources	
iarity with handbook for teachers	Can explain the need for some rules and procedures in the operation of any social organization.
procedures when asking for mater- for outside speakers, etc.	Identifies the specific procedures to be followed.
chool rules; does not decide on his only certain ones. Works to gain inistrative support for changes in hanges seem important.	Identifies and can explain the school rules.
acity to become a leader for change important.	Identifies and can explain generalizations about factors promoting and factors hindering change. Also identifies generalizations about ways in which individuals can increase their chances for success in inducing change.
hip in curricular development pro- programmatic changes.	

2) Persuades others to experiment with some changes.

3) Facilitates change by helping those who feel insecure or fear change.

C PROFESSIONAL ACTIVITIES TO IMPROVE PERSONAL COMPETENCE AS A TEACH

BEHAVIORS WHICH PROVIDE FOR PROFESSIONAL GROWTH	COMPETENCIES WHICH FACILITATE
1. Joins professional organizations at the local, state and national level and participates in their work.	Identifies professional organ related to social studies tea
a. Attends meetings and conferences.	Can explain the purposes and organizations.
b. Helps plan conferences or special meetings.	
c. Serves on committees of organization.	
d. At times helps make a presentation at one of the conferences.	
e. Reads the journals of such pro sional organizations.	
2. Follows current affairs.	Can explain the importance of is a social studies teacher.
a. Reads newspapers, current news magazines, and magazines representing various opinions about current affairs.	Identifies different sources identifies the bias of each.
b. Reads books dealing with current problems.	
c. Views or listens to news programs on TV or radio.	
3. Participates in various activities to improve own knowledge of the social sciences and to keep up with changes in these fields.	Can explain the necessity of social sciences because of th

to experiment with some changes.

ge by helping those who feel
change.

C PROFESSIONAL ACTIVITIES TO IMPROVE PERSONAL COMPETENCE AS A TEACHER

VIDE FOR PROFESSIONAL GROWTH	COMPETENCIES WHICH FACILITATE FURTHER PROFESSIONAL BEHAVIORS
anizations at the local, state and ticipates in their work.	Identifies professional organizations, particularly those related to social studies teachers.
d conferences.	Can explain the purposes and activities of each of these organizations.
ces or special meetings.	
s of organization.	
a presentation at one of the con-	
of such professional organizations.	
s.	Can explain the importance of keeping up with the news if one is a social studies teacher.
urrent news magazines, and maga- various opinions about current	Identifies different sources of information about the news; identifies the bias of each.
with current problems.	
news programs on TV or radio.	
s activities to improve own knowl- ences and to keep up with changes	Can explain the necessity of further reading and study of the social sciences because of the rapid changes in these fields.

a. Reads books on a fairly regular basis.

b. Takes college or in-service courses designed to increase knowledge of one or more of the social sciences.

c. Travels to widen own knowledge of other places and peoples.

d. Reads magazines published by professional groups of social scientists; uses their bibliographies to help select books to read.

Identifies weak areas in own prepa
to overcome them.

4. Participates in other activities to keep abreast of new educational developments.

a. Takes college or in-service courses designed to increase knowledge of such developments.

b. Reads widely about new developments in books and magazines.

c. Examines and tries out parts of new curricular projects.

Can explain the necessity of follo
the light of rapid changes in educ

Identifies some of the magazines w
ful for keeping up with educationa

Identifies new curricular projects
them.

5. Tries out new ideas in the classroom, and gets constructive criticism from others. Also uses some system of self-evaluation.

a. Does not react negatively to constructive criticism.

b. Cooperates with other teachers on learning new ways of doing things.

c. Uses a video tape or sound tape of a discussion or other activities in own classroom. Uses some analysis system to analyze pupils' thinking, interaction in the classroom, the classroom atmosphere, and factors which might have improved any of them.

Can explain the need for feedback

Demonstrates flexibility and feeli
out many ideas in student teaching
position. Demonstrates willingness
criticism and to try to put it int

Identifies several systems of anal
and interaction. Can explain the u
purposes.

Uses such systems to analyze trans
sions or video-tapes of class acti

lar basis.	Identifies weak areas in own preparation and plans program to overcome them.
courses designed to in- ore of the social sciences.	
ge of other places and	
professional groups of r bibliographies to help	
s to keep abreast of new	Can explain the necessity of following new developments in the light of rapid changes in education.
courses designed to in- elopments.	Identifies some of the magazines which are particularly useful for keeping up with educational developments.
opments in books and	Identifies new curricular projects and sources for locating them.
of new curricular pro-	
sroom, and gets construc- so uses some system of	Can explain the need for feedback in the learning process.
constructive criticism.	Demonstrates flexibility and feelings of security by trying out many ideas in student teaching prior to taking a teaching position. Demonstrates willingness to accept constructive criticism and to try to put it into effect.
rs on learning new ways	
ape of a discussion or sroom. Uses some analysis inking, interaction in atmosphere, and factors y of them.	Identifies several systems of analyzing classroom thinking and interaction. Can explain the use of each and its specific purposes. Uses such systems to analyze transcripts of classroom discussions or video-tapes of class activities.

6. Reads widely in books for pupils of age which one is teaching. Also previews new audio-visual materials for them.

Can explain the importance of them prior to use.

7. Uses organizations to find out more about curricular developments and resources for pupils.

Identifies any state agency or consultative help and/or show materials and materials for pu

a. Uses state agencies and, where available, help from colleges and universities.

b. Uses resource center in area.

Examines local library resourc resources. Identifies referenc ials.

c. Becomes acquainted with local and school library materials in own field.

d. Secures help of librarians and uses library reference works to locate appropriate materials.

of age which one is o-visual materials for	Can explain the importance of using multi-media and evaluating them prior to use.
ore about curricular upils.	Identifies any state agency or organization which can provide consultative help and/or show or demonstrate new curriculum materials and materials for pupils.
e available, help from	Examines local library resources as well as school library resources. Identifies reference tools for locating new materials.
and school library mater-	
nd uses library reference aterials.	

3. Rejects single-factor causation of complex problems and also rejects panaceas for such problems.	Provides pupils with opportunities to investigate in some depth one or more social problems in the community. Asks them to hypothesize about causes of the problem and to test their hypotheses against data collected in the community or in other places with similar problems. Interjects other possible causes for study if pupils tend to restrict their hypotheses to one or only several possible causes. Also asks pupils to hypothesize about the consequences of following alternative courses of action and to test these hypotheses against the best data available from similar situations.	Identifies t problem-solv development causes of th analysis of and which ca sequences of tives.
	Gives pupils opportunities to investigate the historical development of community agencies or past attempts to solve certain problems. Encourages them to look for the unanticipated consequences of such reforms.	Studies loca reforms in t Can explain ments someti consequences
	Models the desired behavior.	Can explain to effect be
	Reinforces pupils who exhibit the desired behavior.	Can explain effect behav of reinforci
4. Organizes and carries out action programs in the community.	Encourages pupils to discover community problems and to work out possible action programs to alleviate the problems. However, emphasizes the importance of studying the problem, its causes, and alternative courses of action prior to planning and engaging in action.	Can explain some model o analysis of the predicti ing differen
	Models the behavior in community affairs.	Can explain to effect be

Provides pupils with opportunities to investigate in some depth one or more social problems in the community. Asks them to hypothesize about causes of the problem and to test their hypotheses against data collected in the community or in other places with similar problems. Interjects other possible causes for study if pupils tend to restrict their hypotheses to one or only several possible causes. Also asks pupils to hypothesize about the consequences of following alternative courses of action and to test these hypotheses against the best data available from similar situations.	Identifies the steps to follow in some problem-solving model which asks for the development and testing of hypotheses abou causes of the problem before any thorough analysis of alternative courses of action and which calls for the prediction of consequences of following different alternatives.
Gives pupils opportunities to investigate the historical development of community agencies or past attempts to solve certain problems. Encourages them to look for the unanticipated consequences of such reforms.	Studies local agencies and the history of reforms in the local community. Can explain the way in which reform movements sometimes lead to unanticipated consequences.
Models the desired behavior.	Can explain the use of modeling behavior to effect behavioral change.
Reinforces pupils who exhibit the desired behavior.	Can explain the use of reinforcement to effect behavioral change; identifies ways of reinforcing behavior.
Encourages pupils to discover community problems and to work out possible action programs to alleviate the problems. However, emphasizes the importance of studying the problem, its causes, and alternative courses of action prior to planning and engaging in action.	Can explain the steps to follow in using some model of problem-solving which includ analysis of causes and alternatives and the prediction of consequences from follow ing different alternatives.
Models the behavior in community affairs.	Can explain the use of modeling behavior to effect behavioral change.

PART TWO: COMPETENCIES INDIRECTLY RELATED TO GOALS FOR PUPIL

Not all learning occurs in the classroom. The social studies teacher plays a teaching r the community, in non-class activities in the school and in the community. Communities opera behavior to achieve many goals. Teacher participation in the pursuit of common goals, whethe vides a model for pupils.

A school is limited in what it can do by way of instituting curricular change of progra school does not maintain good relationships with members of the community. Consequently, th mote good community-school relationships in many ways.

A school is a social institution. It engages in far more than just class activities. It staff members cooperate with each other and assume their fair share of non-class responsibil

Much curriculum change involves cooperative efforts by teachers from different areas of develop useful curricular programs, teachers must demonstrate a willingness to work on curri ulum development, and a willingness to make changes in the way he/she has been teaching.

Both society and the social sciences are changing at an ever-more rapid pace. Teachers c competencies they need as the result of college training, nor can they expect to continue to without persistent efforts to keep up with new literature in the social sciences, with curre in educational thought. The professional teacher engages in many activities to achieve grea as a means of helping pupils achieve the goals identified for the social studies program.

A. COMPETENCIES IN THE AREA OF COMMUNITY-SCHOOL RELATIONSHIP

BEHAVIORS IN RELATIONSHIP TO COMMUNITY	COMPETENCIES WHICH CONTRIBUT BEHA
1. Maintains effective communication with parents and other members of the community in his work as a member of the school staff.	Can explain the importance o parents and community if a s strong educational program f
a. Secures cooperation of parents in school activities.	Can explain the advantages o adults in some of school act
1) Encourages parental involvement in the curricular and extra-curricular parts of the school program.	of involving them to the bes

TWO: COMPETENCIES INDIRECTLY RELATED TO GOALS FOR PUPILS

lassroom. The social studies teacher plays a teaching role, along with other citizens in
s in the school and in the community. Communities operate on the principle of collective
er participation in the pursuit of common goals, whether local, state, or national, pro-

an do by way of instituting curricular change of programs outside the classroom if the
onships with members of the community. Consequently, the teacher should be able to pro-
ips in many ways.

. It engages in far more than just class activities. It cannot operate effectively unless
er and assume their fair share of non-class responsibilities.

cooperative efforts by teachers from different areas of instruction. If a school is to
teachers must demonstrate a willingness to work on curricular change, skills in curric-
to make changes in the way he/she has been teaching.

ences are changing at an ever-more rapid pace. Teachers cannot hope to develop all of the
of college training, nor can they expect to continue to operate throughout their careers
p with new literature in the social sciences, with current affairs, and with developments
ional teacher engages in many activities to achieve greater proficiency in his teaching
the goals identified for the social studies program.

OMPETENCIES IN THE AREA OF COMMUNITY-SCHOOL RELATIONSHIPS

TO COMMUNITY	COMPETENCIES WHICH CONTRIBUTE TO ABILITY TO DEMONSTRATE THESE BEHAVIORS
n with parents and n his work as a member	Can explain the importance of effective communication with parents and community if a school is to be able to develop a strong educational program for pupils.
s in school activities.	Can explain the advantages of obtaining help from community adults in some of school activities. Can also explain ways of involving them to the best advantage.
vement in the curricular s of the school program.	

2) Secures parental consent in writing for taking their children on fieldtrips or sending them on interviews.

Identifies steps which should be consent to sending children on in fieldtrips. Can explain the lega Provides other safeguards to conv advantages of program.

3) Works with community liaison people in planning and developing programs or policy statements such as a statement on the handling of controversial issues in the school.

Can explain the importance of obt of community leaders for school p

Identifies community leaders who in the community and who should programs and policy statements.

Identifies criteria to use in har

b. Keeps parents informed of their children's progress and of special aspects of the school's programs in which they are involved.

Can explain the importance of pr on their children's progress and school. Identifies ways of doing grade reports.

1) Encourages parents to visit regular classes and special school events.

2) Conducts individual and group conferences with parents in such a way as to increase understanding of the school program and the staff's concern for their children's welfare.

Communicates effectively on a on groups.

3) Interprets important aspects of social studies offerings at open house programs or PTA meetings.

Speaks well in front of large gr

4) Keeps parents and public informed of school activities through bulletins, class letters, and newspaper articles.

Communicates effectively in writ

Can explain the importance of ke munity informed about special as

5) At times visits pupils' homes to talk with parents and gain an additional perspective on pupils' backgrounds.

Can explain the importance of co child and learning more about a

c. Works within school policies as well as policies established by the PTA or other cooperating groups in carrying out activities in the community and other extra-curricular programs.

Can explain the importance of ob community members for such progr

riting for taking or sending them on	Identifies steps which should be taken in obtaining parental consent to sending children on interviews or taking them on fieldtrips. Can explain the legal necessity for doing so. Provides other safeguards to convince parents of safety and advantages of program.
people in planning and statements such as a controversial issues	Can explain the importance of obtaining the backing and help of community leaders for school programs and policies. Identifies community leaders who represent different groups in the community and who should prove helpful in developing programs and policy statements. Identifies criteria to use in handling controversial issues.
children's progress chool's programs in	Can explain the importance of providing feedback to parents on their children's progress and on their activities in school. Identifies ways of doing so other than sending home grade reports.
regular classes and	
p conferences with increase understanding e staff's concern for	Communicates effectively on a one to one basis or in small groups.
s of social studies grams or PTA meetings.	Speaks well in front of large groups.
formed of school activ- ass letters, and news-	Communicates effectively in writing. Can explain the importance of keeping parents and the community informed about special aspects of the school's program.
es to talk with parents spective on pupils' back-	Can explain the importance of communicating interest in the child and learning more about a child's background.
as well as policies er cooperating groups in e community and other	Can explain the importance of obtaining cooperation among community members for such programs.

d. Displays tact and discretion when dealing with community members concerning school functions and problems.

Identifies types of things which
members.

Presented with a video tape of a
or a teacher-community group meet
which the teacher does which migh
munity members and those which wo
between school and community.

2. Is active in community affairs and gets to know members of the community in a capacity different from that of a teacher-parent relationship.

Can explain the importance of get
members in unofficial settings, b
tion as a member of the community
respect and therefore support for
school.

a. Participates in various community groups, including organizations working with youth outside of the school setting as well as those unrelated to work with young people.

b. Participates in community activities such as celebrations, social affairs, drives, etc.

c. In role as a community member, helps explain the school program and so enlists community support. Assists lay groups in understanding modern education.

1) Initiates opportunities to discuss educational problems and accomplishments with friends, neighbors, and community acquaintances. Or explains when asked about school.

2) Accepts invitations to speak upon educational subjects.

3) Displays tact and discretion when speaking about other staff members or the school.

hen dealing with commun-
functions and problems.

Identifies types of things which would antagonize community members.

Presented with a video tape of a teacher-parent conference or a teacher-community group meeting, identifies those things which the teacher does which might antagonize parents or community members and those which would promote good relations between school and community.

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ifferent from that of a

Can explain the importance of getting to know community members in unofficial settings, both for personal satisfaction as a member of the community and in terms of gaining respect and therefore support for his/her program in the school.

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uth outside of the
se unrelated to work

ivities such as celebra-
, etc.

, helps explain the school
ity support. Assists lay
n education.

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ts with friends, neighbors,
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eak upon educational sub-

ion when speaking about
e school.

B. PROFESSIONAL RELATIONSHIPS WITH SCHOOL STAFF

BEHAVIORS IN RELATIONSHIPS TO SCHOOL STAFF	COMPETENCIES WHICH CONTRIBUTE T BEHAVI
1. Works in a professional way with colleagues on the staff and with administrative officials.	Can explain the importance of r other staff members if one is t
a. Is friendly, cheerful, and helpful; does not criticize other staff members unprofessionally.	
b. Attends programs and events sponsored by other staff members; informs them of programs he is sponsoring.	Can explain the importance of c curricular activities, whether or not.
c. Makes arrangements with staff and administrators well ahead of time if any special program which he/she is sponsoring will interfere with the regular activities of students.	Can explain the need for making programs well ahead of time. Id ments which should be made.
d. Shows flexibility in modifying plans and procedures to fit those of the entire school.	
e. Accepts constructive criticisms and attempts to improve his own teaching effectiveness.	Identifies some of the jobs of in a school system. Can explai
	Can explain the need for all t petencies beyond those which t service training.
2. Accepts his share of responsibility on staff committees, in planning and supervising extra-curricular activities and other out-of-class activities, in carrying out administrative responsibilities related to class, home-room, or other non-class activities.	Identifies many of the types o members must assume if a schoo provide for pupils' needs.
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S TO SCHOOL STAFF	COMPETENCIES WHICH CONTRIBUTE TO ABILITY TO DEMONSTRATE THESE BEHAVIORS
th colleagues on the staff als.	Can explain the importance of maintaining good relations with other staff members if one is to be effective as a teacher.
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sponsored by other staff ograms he is sponsoring.	Can explain the importance of demonstrating interest in extra curricular activities, whether one is the sponsor or advisor or not.
ff and administrators well l program which he/she is ith the regular activities	Can explain the need for making preparations for special programs well ahead of time. Identifies some of the arrangements which should be made.
ing plans and procedures school.	
isms and attempts to ffectiveness.	Identifies some of the jobs of supervisors and administrators in a school system. Can explain their role in supervision.
	Can explain the need for all teachers to increase their competencies beyond those which they have acquired in pre-service training.
bility on staff committees, tra-curricular activities ties, in carrying out s related to class, home- vities.	Identifies many of the types of responsibilities which staff members must assume if a school is to run efficiently and to provide for pupils' needs.
s on curriculum development	Identifies educational goals which require cooperation of teachers in all areas.

a. Appreciates the role other disciplines play in a student's educational experiences and cooperates with staff members in those disciplines upon joint projects.	Identifies topics and problems wh an interdisciplinary standpoint. Explains specific ways of working special projects, correlation of units.
b. Works on curriculum development projects in social studies or across discipline lines.	Identifies common steps to follow Demonstrates ability to work on a manner. Can explain the need for some com of a new curricular program. Can also explain the advantages o development of such a program.
4. Works effectively within the school structure, but also is effective as a change agent when the need arises.	Draws upon knowledge of social or the formal and the informal struc which one is teaching.
a. Identifies the people who must be consulted or kept informed about things which one is doing.	
b. Identifies those who can help obtain needed resources or effect changes.	
c. Demonstrates familiarity with handbook for teachers and/or for pupils.	Can explain the need for some rul operation of any social organizat
1) Follows proper procedures when asking for materials, arranging for outside speakers, etc.	Identifies the specific procedure
2) Helps enforce school rules; does not decide on his own to enforce only certain ones. Works to gain faculty and administrative support for changes in rules if such changes seem important.	Identifies and can explain the sc
d. Demonstrates a capacity to become a leader for change when change seems important.	Identifies and can explain genera promoting and factors hindering c generalizations about ways in whi crease their chances for success
1) Assumes leadership in curricular development projects or other programmatic changes.	

ner disciplines play in a xperiences and cooperates with disciplines upon joint projects.	Identifies topics and problems which might be approached from an interdisciplinary standpoint. Explains specific ways of working with other disciplines on special projects, correlation of units, or interdisciplinary units.
elopment projects in social pline lines.	Identifies common steps to follow in curriculum development. Demonstrates ability to work on each of them in an effective manner. Can explain the need for some compromise in the development of a new curricular program. Can also explain the advantages of group thinking in the development of such a program.
he school structure, but also gent when the need arises.	Draws upon knowledge of social organizations to identify both the formal and the informal structure of the school system in which one is teaching.
ho must be consulted or kept hich one is doing.	
n help obtain needed resources	
y with handbook for teachers	Can explain the need for some rules and procedures in the operation of any social organization.
dures when asking for mater- outside speakers, etc.	Identifies the specific procedures to be followed.
rules; does not decide on his certain ones. Works to gain rative support for changes in s seem important.	Identifies and can explain the school rules.
to become a leader for change tant.	Identifies and can explain generalizations about factors promoting and factors hindering change. Also identifies generalizations about ways in which individuals can increase their chances for success in inducing change.
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2) Persuades others to experiment with some changes.

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BEHAVIORS WHICH PROVIDE FOR PROFESSIONAL GROWTH	COMPETENCIES WHICH FACILITATE F
1. Joins professional organizations at the local, state and national level and participates in their work.	Identifies professional organiz related to social studies teach
a. Attends meetings and conferences.	Can explain the purposes and ac organizations.
b. Helps plan conferences or special meetings.	
c. Serves on committees of organization.	
d. At times helps make a presentation at one of the conferences.	
e. Reads the journals of such professional organizations.	
2. Follows current affairs.	Can explain the importance of k is a social studies teacher.
a. Reads newspapers, current news magazines, and magazines representing various opinions about current affairs.	Identifies different sources of identifies the bias of each.
b. Reads books dealing with current problems.	
c. Views or listens to news programs on TV or radio.	
3. Participates in various activities to improve own knowledge of the social sciences and to keep up with changes in these fields.	Can explain the necessity of fu social sciences because of the

experiment with some changes.

y helping those who feel
ange.

PROFESSIONAL ACTIVITIES TO IMPROVE PERSONAL COMPETENCE AS A TEACHER

E FOR PROFESSIONAL GROWTH	COMPETENCIES WHICH FACILITATE FURTHER PROFESSIONAL BEHAVIORS
zations at the local, state and ipates in their work.	Identifies professional organizations, particularly those related to social studies teachers.
onferences.	Can explain the purposes and activities of each of these organizations.
or special meetings.	
f organization.	
presentation at one of the con-	
such professional organizations.	
	Can explain the importance of keeping up with the news if one is a social studies teacher.
rent news magazines, and maga- rious opinions about current	Identifies different sources of information about the news; identifies the bias of each.
ith current problems.	
ews programs on TV or radio.	
activities to improve own knowl- ces and to keep up with changes	Can explain the necessity of further reading and study of the social sciences because of the rapid changes in these fields.

a. Reads books on a fairly regular basis.

Identifies weak areas in own prepa
to overcome them.

b. Takes college or in-service courses designed to increase knowledge of one or more of the social sciences.

c. Travels to widen own knowledge of other places and peoples.

d. Reads magazines published by professional groups of social scientists; uses their bibliographies to help select books to read.

4. Participates in other activities to keep abreast of new educational developments.

Can explain the necessity of follo
the light of rapid changes in educ

a. Takes college or in-service courses designed to increase knowledge of such developments.

Identifies some of the magazines w
ful for keeping up with educationa

b. Reads widely about new developments in books and magazines.

Identifies new curricular projects
them.

c. Examines and tries out parts of new curricular projects.

5. Tries out new ideas in the classroom, and gets constructive criticism from others. Also uses some system of self-evaluation.

Can explain the need for feedback

a. Does not react negatively to constructive criticism.

Demonstrates flexibility and feeli
out many ideas in student teaching
position. Demonstrates willingness
criticism and to try to put it int

b. Cooperates with other teachers on learning new ways of doing things.

c. Uses a video tape or sound tape of a discussion or other activities in own classroom. Uses some analysis system to analyze pupils' thinking, interaction in the classroom, the classroom atmosphere, and factors which might have improved any of them.

Identifies several systems of anal
and interaction. Can explain the u
purposes.

Uses such systems to analyze trans
sions or video-tapes of class acti

ular basis.	Identifies weak areas in own preparation and plans program to overcome them.
courses designed to in- more of the social sciences.	
dge of other places and	
y professional groups of ir bibliographies to help	
es to keep abreast of new	Can explain the necessity of following new developments in the light of rapid changes in education.
courses designed to in- velopments.	Identifies some of the magazines which are particularly useful for keeping up with educational developments.
lopments in books and	Identifies new curricular projects and sources for locating them.
s of new curricular pro-	
ssroom, and gets construc- lso uses some system of	Can explain the need for feedback in the learning process.
o constructive criticism.	Demonstrates flexibility and feelings of security by trying out many ideas in student teaching prior to taking a teaching position. Demonstrates willingness to accept constructive criticism and to try to put it into effect.
ers on learning new ways	
tape of a discussion or ssroom. Uses some analysis hinking, interaction in n atmosphere, and factors ny of them.	Identifies several systems of analyzing classroom thinking and interaction. Can explain the use of each and its specific purposes. Uses such systems to analyze transcripts of classroom discussions or video-tapes of class activities.

- Reads widely in books for pupils of age which one is teaching. Also previews new audio-visual materials for them.

  Can explain the importance of using them prior to use.

- Uses organizations to find out more about curricular developments and resources for pupils.

  Identifies any state agency or orga consultative help and/or show or de materials and materials for pupils.

  a. Uses state agencies and, where available, help from colleges and universities.

  Examines local library resources as resources. Identifies reference too ials.

  b. Uses resource center in area.

  c. Becomes acquainted with local and school library materials in own field.

  d. Secures help of librarians and uses library reference works to locate appropriate materials.

of age which one is o-visual materials for	Can explain the importance of using multi-media and evaluating them prior to use.
nore about curricular pupils.	Identifies any state agency or organization which can provide consultative help and/or show or demonstrate new curriculum materials and materials for pupils.
re available, help from	Examines local library resources as well as school library resources. Identifies reference tools for locating new materials.
l and school library mater-	
nd uses library reference naterials.	